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ABSTRACT

This fifth in a series of twelve modules presents strategies to promote sex equity in content. The first of five sections provides suggestions for teacher organization/management with or without student interaction. These strategies include aids to facilitate lesson preparation and program implementation. The following four sections present strategies that can be used with one of four teaching techniques: (1) discussion, (2) audio/visual, (3) presentation and practice, and (4) experiences outside the classroom. (IRA)

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CE 026 325

promoting
sex equity
in the classroom

strategies – content

Teaching/learning strategies presented in this module are for use by teachers and/or students to promote sex equity in the classroom. These specific strategies are coordinated with the content section of the Sex Equity Guidelines.

Described within are strategies which can be used with one of four teaching techniques: discussion, audio/visual, presentation and practice, and experiences outside the classroom. Strategies may be adapted for any vocational education classroom. Suggestions for teacher organization and management are included.

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5

Using Creative Strategies - Content
Module #5

Creative strategies to promote sex equity in content have been divided into five sections. The first section provides suggestions for teacher organization/management with or without student interaction. These strategies include aids to facilitate lesson preparation and program implementation. Following sections present strategies that can be used with one of four teaching techniques: (1) discussion, (2) audio/visual, (3) presentation and practice, and (4) experiences outside the classroom.

Make sure you READ MODULE #1 before proceeding.

SELECT TECHNIQUE(S)

After using the Sex Equity Check Sheet from Module #2, select management activities as needed to complement your program. Then determine the teaching techniques that will blend most appropriately into your lesson plan. Turn to that section and review strategies adaptable to your subject matter and class.

SELECT STRATEGY(IES)

The two-column format separates activities for the teacher and activities for the student. Arrows indicate assignments teachers can make and subsequent student interaction. Strategies, some with multiple parts, are contained between asterisks. The strategies are written in a manner useful for various subject areas; therefore, you will need to adapt the ideas to fit your situation. To help you do this, separate modules for each of the vocational education disciplines have been developed, each containing strategies, lesson plans, and other useful information. Refer to Module 1, An Introduction, or to the inside of the portfolio to find the appropriate module number.

PROMOTE SEX EQUITY

Plan the lesson incorporating the adapted strategy(ies). Now teach the lesson to PROMOTE SEX EQUITY IN THE CLASSROOM.

SEX EQUITY GUIDELINES

CONTENT - EXPLICIT AND/OR SUBTLE

1. Both sexes are portrayed in a variety of occupations.

   ex. A male and a female are described as interior decorators.

   A female and a male are described as people who fish commercially.

2. Both females and males are portrayed in a range of societal roles.

   ex Bob Crawford, an auto mechanic, is described helping his YMCA little brother motorize a bicycle.

   Myra Eckstein coordinated the United Way drive for her county.

3. Males and females portray a range of emotions, values, interests, and abilities.

   ex. emotions

   Both females and males are described as affectionate, angry, happy, assertive, passive, silent, frustrated, and sad.

   ex. values

   Both males and females are described as valuing knowledge, love, power, prestige, family, and beauty.

   ex. interests

   Both females and males are described as being interested in needlework, carpentry, gardening, painting, stamp collecting, car care, gourmet cooking, and sports.

   ex. abilities

   Both males and females are described as being skilled in math, language, science, social studies, building, sewing, drawing, and dancing.

4. People are presented in nontraditional occupations to illustrate diversity of abilities.

   ex. A female's mortuary business is described.

   A male's job as a correspondence clerk is described.

5. Preparation for an occupation is described as available to individuals regardless of sex.

   ex. A recruitment brochure for a fashion merchandising program discusses courses available to all students regardless of sex.

CREATIVE STRATEGIES

Promoting Sex Equity

Teacher <u>without</u> student interaction	Teacher <u>with</u> student interaction
Organize support groups within the school for students in nontraditional programs to help each other deal with frustrations and problems they encounter during their education.	
* * *	* * *
Organize a committee of persons who are functioning in nontraditional roles to act as a support group and facilitator to encourage others to enter nontraditional careers.	
* * *	* * *
Preview print and nonprint materials from Area Education Agencies. Report to AEA if these materials are biased. Maintain a list for future reference.	
* * *	* * *
Develop a list of sex-fair resources, print and nonprint, for faculty use, to be shared throughout the school. Organize department or entire faculty into groups for discussion or sharing of ideas used to eliminate sexism in the vocational curriculum and total school.	
* * *	* * *
Supplement materials that are sex fair when available or that can be prepared to counteract bias in existing materials such as bulletins, leaflets, films, filmstrips, books.	Encourage students to bring examples and articles that are expanded to share in class.
* * *	* * *

CREATIVE STRATEGIES

Promoting Sex Equity

Teacher <u>without</u> student interaction	Teacher <u>with</u> student interaction
Use terms in directions and instructions which do not exhibit bias.	
* * *	* * *
Invite people in nontraditional occupational roles to: --present a panel discussion on job satisfactions, career opportunities, limitations --demonstrate a procedure or technique.	Prepare questions for use in interviewing people in nontraditional roles. Write an article or report to print in the school newspaper. Photograph speakers to illustrate the article or for future bulletin board display.
* * *	* * *
Conduct workshops for employers to aid in development of awareness that skill, not sex, is an important consideration in hiring. During workshops: --Encourage employers to be aware of language usage when conducting training sessions, especially inclusion of sexist jokes. --Alert employers that students, regardless of sex, may express a variety of emotions especially when learning a job. --Encourage advisory committee members to participate in workshops and recommend participants.	
* * *	* * *
Update counselors on new developments in your content area. Give them new, unbiased materials. Develop some of your own if such materials are not available.	
* * *	* *6*

CREATIVE STRATEGIES

Promoting Sex Equity

Teacher without student interaction	Teacher with student interaction
Inform counselor of your willingness to instruct nontraditional students. Provide counselor with nonsexist departmental brochures developed for interpreting program to students.	
* * *	* * *
Be aware of norms counselor is using when reporting results of interest tests to students. Suggest that single sex norms and forms now available be used.	
* * *	* * *
	Create a classroom atmosphere which encourages students to express a range of emotions, values, interests, and abilities.
* * *	* * *
	Assign routine housekeeping jobs on a rotating basis disregarding sex of student. Example: --Avoid always asking females to perform clerical tasks and males to repair and/or transport equipment.
* * *	* * *
	Assign lab leadership positions on an alternating basis by sex.
* * *	* * *
	Place both female/male in groups when dividing class for group work.
* * *	* * *

CREATIVE STRATEGIES

Promoting Sex Equity

Teacher without student interaction	Teacher with student interaction
	Provide equal opportunity for achievement of assignments: --adapt equipment, if necessary --provide remedial work for students needing extra help or whose background is limited --have same level of tolerance for both sexes who have learning problems --have same level of pride for outstanding female and male students.
* *	* * *
	Provide school equipment (tools, protective gear) of equal quality for females and males. Make sure new and better equipment is fairly distributed.
* * *	* * *
Insure that task analysis of job is detailed enough to allow individual success and job placement regardless of handicaps, social environment or sex identification.	
* * *	* * *
Assist in organizing inservice training programs to increase teacher awareness of sex biased behavior.	
* * *	* * *
	Encourage other teachers and students to provide feedback concerning use of sexist language and behavior.
* * *	* * *

CREATIVE STRATEGIES

Promoting Sex Equity

Teacher without student interaction	Teacher with student interaction
Inform students that they may be faced with a number of challenges if they select a nontraditional occupation.	
* * *	* * *
	Identify and reinforce students' interests, abilities, and career goals utilizing a sex-fair approach in a career information unit either on an individual or group basis.
* * *	* * *
Post the statement, "Your actions speak so loudly I can't hear what you are saying!" Encourage students to refer to this as needed.	
* * *	* * *
Present printed department brochures to counselors, ask them to visit classroom to be more aware of opportunities available for both female/male.	
* * *	* * *
	Insure in discussion, lecture, and demonstration that actions and comments reinforce rather than contradict the expanded materials being used.
* * *	* * *
	Avoid traditional stereotypic attitudes as these may unconsciously affect your relationship with students. Example: --all males strong and rugged --all females weak and delicate.
* * *	* * *

CREATIVE STRATEGIES

Promoting Sex Equity

Teacher without student interaction	Teacher with student interaction
	Encourage all students regardless of body type, appearance, or handicaps to become involved in the learning activities.
* * *	* * *
	Video tape classes and evaluate tapes for sex bias.
* * *	* * *
Select females and males to serve on the department advisory committee. Strive for equal representation.	
* * *	* * *
Make devices available to facilitate moving and lifting of heavy equipment.	
* * *	* * *
Develop case studies or role play situations dealing with work adjustment, human relations, and communication. Cast characters in both traditional and nontraditional roles.	
* * *	* * *
	Eliminate sex stereotyped comments made to the class. Avoid telling stories or jokes that are sexist.
* * *	* * *

TEACHING TECHNIQUES
with examples

Discussion:	Large/small group Buzzing Panel Symposium Colloquium Question and answer Brainstorming Other
Audio/Visual:	Films Filmstrips Slides Audio tapes Video tapes Bulletin boards Opaque projection Other
Presentation and Practice:	Exhibit Laboratory Demonstration Report Resource person Role play Interviewing Other
Experiences Outside the Classroom:	Field trip On-the-job training Interviewing Other

CREATIVE STRATEGIES

Promoting Sex Equity

Teacher Activities	Student Activities
Provide students with a listing of occupations.	Indicate whether females or males better perform these jobs. Tally responses and discuss. Repeat several days later and compare with original responses. Note changes.
* * *	* * *
Obtain a company organization chart with names of people holding various positions.	Analyze organization chart. Note location of positions held by males and those held by females. Draw conclusions as to who holds decision-making and authority positions. Discuss reasons this situation exists.
* * *	* * *
Encourage students to expand goals to consider nontraditional occupations.	Ascertain their own interests and abilities. List the jobs they could do.
* * *	* * *
Discuss occupations indicating that equal opportunities for both females and males are possible. Indicate that some jobs are currently being filled by members of one sex. Mention qualities and skills needed to perform these jobs. Ask students to compare job titles with skills required. Assign. ⟶	Select 10 job titles and then write the characteristics and skills a person in that job needs. Discuss to determine if both females and males possess or can attain these skills.

CREATIVE STRATEGIES

Promoting Sex Equity

Teacher Activities	Student Activities
	Compare list of job titles with Dictionary of Occupational Titles, 1977 edition, and record any differences for discussion.
* * *	* * *
Use filmstrip, out of date and biased, followed by sex equitable filmstrip on same subject. Discuss changing roles.	
* * *	* * *
Assign. ⟶	Write a resource paper indicating numbers of people in nontraditional roles in the community, state, nation, using U.S. Department of Health, Education, and Welfare data.
* * *	* * *
Prepare a list of jobs that must be done to keep a household operating. Include in the list volunteer work such as charity drives, church work, and youth work.	Indicate if a male, female, or both could do the job. Indicate which jobs they now do or would do in the future. Discuss with class.
* * *	* * *
Lead discussion.	Discuss the social and home pressures that have limited occupational choices in the past for both females and males. Address the pressures listed and explore ways to eliminate.
* * *	* * *
Ask students to reverse sex roles in their minds. Present a series of questions regarding occupational and societal roles and have students answer them from their new perspective.	Record answers to questions. Discuss with class.

(cont.)

CREATIVE STRATEGIES

Promoting Sex Equity

Teacher Activities	Student Activities
Examples: --For females: --Would you be a Little League coach? --Change the oil in a car? --Repair the lawn mower? --For males: --Would you be a Girl Scout leader? --Do the dishes? --Repair a garment?	Write short role plays (in small groups) casting characters in opposite sex roles. Explore feelings resulting from reversed roles.
* * *	* * *
Assign. →	Prepare a list of adjectives describing emotions, values, interests, and abilities of males. Do the same for females. Have students evaluate their lists, in small group discussion, while looking for similarities and differences between the sexes.
Have students include slang terms on their lists. Discuss sexist connotations.	
* * *	* * *
Discuss with students if it is possible for both sexes to possess common characteristics. Discuss androgeny.	Discuss if they believe female and male emotions, values, interests, and abilities are the same or different. Discuss what is believed to be a sex equitable society and whether or not this will ever be achieved.
* * *	* * *
Help students recognize that all persons can have a broad range of interests and abilities regardless of sex. Example: --Rosey Grier, football player who needlepoints.	

CREATIVE STRATEGIES

Promoting Sex Equity

Teacher Activities	Student Activities
	Discuss hobbies various people have, including friends, relatives, famous people. Determine if hobbies are limited to only one sex.
* * *	* * *
Write a list of volunteer activities on the chalkboard as suggested by students.	Suggest volunteer activities. Determine if a female or male could perform each activity. Compare and discuss decisions as a large group.
* * *	* * *
Explore with students the possibility that volunteer activities can be directed by qualified people of either sex.	
* * *	* * *
Avoid associations of illness or physical weakness with predominately one sex.	Discuss examples of terms used to imply weakness of one sex.
* * *	* * *
Discuss handicaps people may have. Assign students a handicap they must cope with in class for a week. Example: --Tape all students' thumbs down (both) for a day while in class. Plan for them to do activities with their hands as well as regular work.	Write a reaction paper discussing the problems encountered while coping with the assigned handicap. Prepare a list of suggestions for adaptations that could be made to encourage handicapped persons to enter an occupation. Consider obstacles and suggest methods to adapt or remove them.
* * *	* * *
Prepare a job ladder.	Arrange in a hierarchy from low to high, the salary (as they perceive it) they would receive for each job. Identify jobs that are traditionally male or female. Compare salary range of occupations.

(cont.)

CREATIVE STRATEGIES

Promoting Sex Equity

Teacher Activities	Student Activities
Guide students to the conclusion that traditionally female jobs are often low-paying, dead-end positions.	
* * *	* * *
Lead discussion.	Discuss whether one would prefer to work with a female or male manager. Emphasize good human relations rather than stereotyped female/male traits.
* * *	* * *
Utilize a values clarification unit as a method to assist students in recognizing how they perceive sex roles. Ask a counselor to do this if desired.	
* * *	* * *
Point out bias that may occur in discussion, to help the students be aware that the other materials are balanced.	
* * *	* * *
Select a series of famous quotes.	Analyze these quotes for sexism and share findings with the class.
* * *	* * *
	Write, with a partner, a series of biased statements or a job description. Exchange with another pair of students and rewrite statements or descriptions in a nonbiased manner.
* * *	* * *

Teaching Technique:
Discussion

CREATIVE STRATEGIES

Promoting Sex Equity

Teacher Activities	Student Activities
Write a series of case studies emphasizing people in expanded societal roles.	Respond to questions related to the case studies: --Would you feel comfortable in these expanded roles? --Why or why not? --Do you believe it is easier for females or males to adapt to expanded roles?
Lead discussion and assign. ⟶	Discuss changes they have observed in societal roles. Interview adults to determine the changes they have observed. Report during class discussion. Discuss societal changes that could be made to promote sex equity.
* * *	* * *
Stress the importance of cleanliness, physical fitness, grooming, and job qualifications rather than being good looking or attractive as students prepare for jobs. Develop an activity around John Malloy's "Dress for Success."	
* * *	* * *

CREATIVE STRATEGIES

Promoting Sex Equity

Teacher Activities	Student Activities
Include these questions on a student reaction sheet when using a filmstrip or movie depicting only a male or female. --"Could a person of the opposite sex do this job?" --"Would adjustments (in manner of doing the job) have to be made by persons of opposite sex?" --"Would different equipment be used?" --"What would happen if the roles of the man and woman in the film were reversed?"	Discuss in class or write answers to reaction sheet.
* * *	* * *
Encourage open discussion about changing sex roles in our society. Show the filmstrip series Reexamining Sex Roles: Evolution or Revolution? available from Sunburst Communications. Part IV deals exclusively with the economic world.	View filmstrip and discuss the implications of the meaning of "equal pay for equal work."
* * *	* * *
Point out when using slides or transparencies showing "how-to-do" a task without either sex involved, that both males or females could accomplish the job.	Illustrate doing the task, both a female and a male.

Teaching Technique:
Presentation
and Practice

CREATIVE STRATEGIES

Promoting Sex Equity

Teacher Activities	Student Activities
Encourage students. →	Report any discrimination encountered when attempting to enroll in a vocational education class to teacher, counselor, parent, or administrator until appropriate action is taken.
* * *	* * *
Expect the same standard of performance for both male and female students. Provide the same "hands on" experiences to all and give extra assistance where needed.	Complete all course requirements.
* * *	* * *
Assign. →	Use role play situations allowing females and males to express a range of emotions, values, interests, and abilities. Examples: --A very distraught male explaining dented car fender to his wife. --A woman who is talking to a female flight instructor about flying lessons. --A male decorating a cake when one of his male friends stops by to talk. --A female plumber with male homemaker.
Lead discussion to explore student reactions to these situations.	
* * *	* * *
Prepare a list of human characteristics, write each on a separate piece of paper, and place papers in a "personality sack."	
Lead discussion of why students believe they are male or female traits. ←	Take turns drawing a piece of paper from the sack, acting out the characteristic. Determine if they perceive it as a male or female trait.
* * * * * *	

Teaching Technique:

Presentation
and Practice

CREATIVE STRATEGIES

Promoting Sex Equity

Teacher Activities	Student Activities
Arrange a panel discussion including department managers, personnel directors, and others from local industries to describe occupational opportunities for students in a specific program. (Include both male/female if possible.)	Prepare lists of questions for panel.
(or)	
Invite several people, both female and male, and preferably in nontraditional occupations, to participate in a "What's My Line" panel for the class.	
(or)	
Invite a person in a nontraditional occupation to demonstrate a technique to the class.	
(or)	
Invite females and males from nontraditional occupations to speak to the class explaining why and how they became interested in their occupation.	
(or)	
Organize a career day inviting only people in nontraditional occupations.	Assist in organizing career day.
* * *	* * *
Have school counselor discuss with students sexist connotations in interest and ability inventories as the Kuder or the Strong Vocational. Emphasize to counselor that students need to be made aware whether they are compared to female, male, or general norms.	
* * *	* * *

Teaching Technique:
Presentation
and Practice

CREATIVE STRATEGIES

Promoting Sex Equity

Teacher Activities	Student Activities
	Write a newspaper. Describe jobs by the new Dictionary of Occupational Titles, 1977 edition, for want ads. Include a few of previously conducted interviews. Write cartoons emphasizing sex-fair themes. Provide newspaper to other students, friends, and family members.
* * *	* * *
Encourage students to try all activities. Do not allow male/female students to use restricted stereotype conditioning (as reinforced in biased curriculum materials) as an excuse for being unable to do a job. Example: --"I can't do that, I'm not a mechanically inclined female." --"I can't dry dishes, my fingers are too fat. I'm a typically clumsy male."	
* * *	* * *
Discuss ways to overcome obstacles. Demonstrate how different people can overcome these obstacles, e.g., a short student has to stand on a platform to perform a task.	Ask for assistance when needed.
* * *	* * *
Provide proper safety equipment for students with different needs. Example: --Students who wear glasses will need different eye safety protective equipment from those who do not wear glasses.	Wear proper safety devices whenever needed. Learn proper safety techniques.
* * *	* * *

CREATIVE STRATEGIES

Promoting Sex Equity

Teacher Activities	Student Activities
Select proper attire for the task to be demonstrated.	
* * *	* * *
Emphasize importance of qualifications rather than sex when students are running for a vocational club office.	
* * *	* * *
Encourage members of all youth organizations to volunteer for a variety of community service roles.	
* * *	* * *
Encourage students with specific interests to give demonstrations of various skills and tell how this skill might be used in an occupation. Example: --Female demonstrating gas welding. --Male demonstrating flower arranging.	
* * *	* * *
Organize a mock radio or TV interview show asking students how they will live their lives and explore the occupational and societal roles they will choose.	
* * *	* * *
Emphasize, when evaluating a laboratory product, the process and the product, not the person who produced it.	
* * *	* * *

CREATIVE STRATEGIES

Promoting Sex Equity

Teacher Activities	Student Activities
Prepare a list of issues related to sex roles. Assign to students pro, con, or neutral positions for each issue in a random manner.	Debate issues as assigned.
* * *	* * *
Assign written reports on different life styles.	Give oral presentation of reports expressing their viewpoints.
* * *	* * *
Auction off careers, or select a student to act as auctioneer. Lead a discussion to determine which jobs students are willing to spend more to obtain. Encourage students to discuss their emotions, values, interests, and abilities as they relate to position purchased.	Purchase a job using play money. After discussion of job with the class, list all the prerequisite abilities and skills needed to perform the job efficiently and effectively.
* * *	* * *
Plan a debate and consider some of the following questions: --Should women be drafted? --Should women hold positions that require decision-making skills? --Should men be involved in nuturing?	
* * *	* * *
Invite people, including females, in administrative positions to speak to classes about the requirements and training required to attain such a position.	
* * *	* * *

CREATIVE STRATEGIES

Promoting Sex Equity

Teacher Activities	Student Activities
Select students for mock organization positions on the basis of ability rather than sex.	Select titles from Dictionary of Occupational Titles, 1977 edition, when determining titles for positions.
* * *	* * *
Avoid overprotecting in physical activities those who have less aptitude and/or experience.	
* * *	* * *
Invite speakers from different cultures to discuss occupational and societal roles, commenting on changes they perceive occurring in their societies.	
* * *	* * *
Ask school counselor or psychology teacher to speak to class about the similarities between sexes at birth and the effects of socialization.	Select a characteristic traditionally thought to be different between the sexes. Read articles to determine if there actually is a difference. Write a brief report of findings.
* * *	* * *
Organize a series of role-play situations portraying a variety of societal and occupational roles. Use examples such as a male patient and a female doctor, a father coming to school for a young child during the day while the mother works, or a female school administrator and a male secretary.	Act out described situations using aggressive, assertive, and passive behavior. Explain feelings experienced while performing these roles. Determine approach considered to be most appropriate.
* * *	* * *

CREATIVE STRATEGIES

Promoting Sex Equity

Teacher Activities	Student Activities
Visit an activity center for senior citizens or handicapped individuals and observe adaptations people have made to accomplish a task. Assist them with a project, if possible.	Interview handicapped persons to determine occupational problems encountered. Report to class.
* * *	* * *
Assign. ⟶	Share, for a predetermined period of time, all chores around the home including tasks such as changing the oil in the car, replacing fuses, preparing meals, doing laundry, caring for lawn, shoveling snow, etc. Write reactions to performing these tasks, amount of assistance needed and who provided it, feelings of accomplishment and frustration while doing the task.
* * *	* * *
Organize an occupational treasure hunt which enables students to meet people in a variety of occupations. Solicit cooperation of business community prior to the activity.	Observe attire, skills, environment, etc.
* * *	* * *
Determine, with students, a period of time for them to monitor TV programs. Use ads and news reports for this activity.	Keep a log on occupational status of characters and the responsibilities they are expected to assume. (and if possible) Evaluate TV programs noting presentation of handicapped people, particularly their capabilities and adaptations to life.
* * *	* * *

Teaching Technique:
Presentation
and Practice

CREATIVE STRATEGIES

Promoting Sex Equity

Teacher Activities	Student Activities
Assign interviews. ⟶	Interview people in a variety of societal roles to determine why they are in these roles.
* * *	* * *

CREATIVE STRATEGIES

Promoting Sex Equity

Teacher Activities	Student Activities
Assign observations after preparing a check list for duties assumed by females and males.	Visit a board meeting, such as a school board, a business, or a volunteer board such as the Girl Scouts. Using the developed check list, tally who were the leaders, followers, and decision-makers, whose suggestions were accepted or rejected, etc.
* * *	* * *
Assign interviews. ⟶	Interview an individual on the job to determine abilities needed for that job. Interview employer to determine criteria used in the selection of employees for that position.
* * *	* * *

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